



MAP-Alternate (MAP-A) Determining Student Eligibility Worksheet

The student meets all five of the eligibility criteria below:

Yes	No	1. The student has a demonstrated significant cognitive disability and
		adaptive behavioral skills. Therefore, the student has difficulty acquiring new skills, and skills must be taught in very small steps.
Yes	No	2. The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired.
Yes	No	3. The student's educational program centers on the application of essential skills to the Missouri Show-Me Standards.
Yes	No	4. The IEP team, as documented in the IEP, does not recommend participation in the Missouri Assessment Program (MAP) subject area assessments or taking the MAP with accommodations.
Yes	No	5. The student's inability to participate in the MAP subject area assessments is not primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.



MAP-Alternate (MAP-A) Determining Student Eligibility Worksheet Supplement

The statements below provide additional information for criterion number three of the MAP-A Eligibility Worksheet: “The student’s educational program centers on the application of essential skills to the Missouri Show-Me Standards.” These statements may assist IEP teams in identifying students whose instructional focus is on the application of essential skills to the Missouri Show-Me Standards.

1. The student’s reading ability is limited and, as such, the student acquires information primarily through other methods.
2. The student’s ability to demonstrate knowledge by writing or speaking is limited; thus, the student must often use other methods to express ideas and share information.
3. The student requires significant supports to access the general education curriculum while demonstrating modest progress in that curriculum.
4. The student typically has difficulty solving novel problems or using newly acquired skills in differing situations.
5. The student’s educational priorities primarily address essential skills that will be used in adult daily living.
6. The student’s post-secondary outcomes will likely require supported or assisted living.
7. The student requires instruction in small groups or on a one-to-one basis, with frequent prompts and guidance from adults.